



# PART I - ELIGIBILITY CERTIFICATION

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12PA7

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

12PA7

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)  
 (per district designation): 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
3 Total schools in district
2. District per-pupil expenditure: 6963

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	47	32	79		<b>6</b>	0	0	0
K	45	36	81		<b>7</b>	0	0	0
1	43	44	87		<b>8</b>	0	0	0
2	49	42	91		<b>9</b>	0	0	0
3	41	49	90		<b>10</b>	0	0	0
4	46	41	87		<b>11</b>	0	0	0
5	41	58	99		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								614

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native  
2 % Asian  
5 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
90 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	20
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	37
(4)	Total number of students in the school as of October 1, 2010	621
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 44%  
 Total number of students who qualify: 270

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%  
 Total number of students served: 77

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>3</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>31</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>6</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>11</u>
Total number	<u>43</u>	<u>17</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	96%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<b><u>0%</u></b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Windber Area School District (WASD) is a small district serving approximately 9,600 residents from five municipalities in Somerset and a portion of neighboring Cambria Counties in southwestern Pennsylvania. The community's roots are embedded in coal. In 1897, Windber was founded as a company town for the Berwind-White Coal Mining Company. Immigrants flocked to the ready-made community — complete with housing developments, stores, churches and recreational parks. Tight-knit then, the area's close ties remain among the district's strongest assets.

Now a more economically diverse community, Windber's largest industries include health care and educational services, manufacturing, and professional, scientific and management services. Over time, Windber's population and job growth have declined. According to U.S. Census figures from the 2005-2009 American Community Survey, poverty continues to be a prime risk factor for children in WASD. The district's free and reduced lunch rate is 42% (44% at the elementary level). The median household income is \$27,328. One in four families with children under the age of 18 live in poverty. That number jumps to 28% in homes where children are age 5 or younger. Among female-headed families, with school-aged children and no husband present, 58% live at or below the federal poverty level.

However, our students are not defined by their financial status. The majority of economically disadvantaged children perform well academically. Windber Area Elementary School serves 614 children in grades K4-5, 270 of whom qualify as economically disadvantaged. Over the past five years, the district has virtually eliminated the achievement gap between poorer students and those with more financial resources. In 2006-07, for example, only 61% of disadvantaged students in grade 5 scored proficient or advanced in math on the PSSA (Pennsylvania System of School Assessment), as compared to 81% of all students. In 2010-11, 100% of the same subgroup performed at or above grade level in math, compared to 95% of all 5<sup>th</sup> graders.

A parallel improvement can be seen in reading proficiency. Again, at its widest, the gap between economically disadvantaged and all students was 19 percent in 2006-07. Most recently, 76% of disadvantaged students scored at or above grade level in reading, as compared with 83% of all 5<sup>th</sup> graders. Overall, the difference between proficiency in reading and math among all students in grades 3-5 and those identified as economically or socially disadvantaged was an average of two to three percentage points in 2011.

The transformation in achievement, which certainly speaks to the heart of the National Blue Ribbon Schools Program, is reflective of WASD's mission and the leadership philosophy of its administrators. The mission of Windber Area School District is truly an equal opportunity directive—to ensure *all* students the opportunity to acquire the knowledge, skills, and attitudes necessary to solve problems, communicate effectively, and be responsible citizens, while preparing for a life of continual growth and learning through a premier educational environment.

Windber Area Elementary School reformatted its high school master schedule based on the Response to Instruction and Intervention (RTII) model. RTII is a multi-step school improvement approach that provides early and increasing levels of academic and behavioral support to struggling students rather than waiting for a child to fail before offering help. The new schedule increased instructional time in core subjects and included an enrichment/remediation period. As a result, students at Windber Area Elementary receive 120 minutes of literacy instruction and 90 minutes of math each day. The remediation period is used to provide low-performing students with an additional 30-40 minutes of targeted reading support such as SRA (Scientific Research Associates), Reading Mastery and Title I support. WAES's Title I designation also changed in 2007 from targeted assistance to school-wide. This

means that every child can benefit from small group and individual support from reading resource teachers. The enrichment period is utilized to provide extension activities for students proficient and above. In addition, all elementary teachers have been trained in at least the first three modules of *LETRS* (Language Essentials for Teachers of Reading and Spelling).

Windber Area Elementary phased in multiple, complementary evidence-based literacy curricula in recent years and instituted the highly effective *University of Chicago School Mathematics Project* (UCSMP), more commonly known as Everyday Mathematics. In addition to the base curriculum, Windber features competitive reading teams, a gifted program, full-time certified art, physical education and music teachers, full time RN-certified nurse, speech pathologist, and guidance counselor for K4-5 and a social worker provided by Appalachia Intermediate Unit 08. Students and parents also have access to e-Schoolbook, an online student reporting system, and the elementary school is in the process of replacing traditional report cards with grading based on common core standards.

Although challenged with limited resources, Windber Area Elementary School has made great strides in closing gaps in student achievement and raising expectations for all students. We have annually earned the PA Department of Education Achievement Recognition for maintaining AYP status in consecutive years since the 2003-04 school year. The work ethic and sense of community that were at the core of the community founders can be observed today in and around the Windber Area Elementary School.

### 1. Assessment Results:

Progress monitoring at Windber Area Elementary School is achieved via a combination of summative, formative, benchmark and diagnostic tests. Assessments include: Denver Developmental Screening and Get It, Got It, Go (K4); DIBELS Next (K5-2); DRA2 (K-2); Terra Nova (1); In View (2); 4Sight (3-5); Scholastic Reading Inventory (2-5); PSSA (3-5) and Learning Styles Inventory (5). In addition, if a deficiency is identified through the DIBELS Next assessment, elementary teachers also may utilize the PASI (Phonological Awareness Screener for Intervention) to guide instruction and adapt classroom activities to meet the needs of all students.

In accordance with federal requirements under No Child Left Behind, schools in Pennsylvania are evaluated for achievement using the PSSA. Together, participation and scoring from the PSSA, attendance at the elementary and middle school levels and graduation rate at the high school level make up a school's Adequate Yearly Progress or AYP. Students in grades 3-5 take the PSSA in reading and math; 4<sup>th</sup> graders are administered the science PSSA; and 5<sup>th</sup> graders take the writing PSSA. The PSSA measures student performance at four levels: Below Basic, Basic, Proficient, and Advanced. A student's performance is indicated by a numeric score which falls into one of those four levels.

Below Basic scores suggest inadequate academic performance with little understanding of grade level skills outlined in Pennsylvania Academic Standards. Basic reflects marginal performance and limited mastery of standards based skills. A student who scores Proficient demonstrates satisfactory academic performance with a solid understanding and adequate display of skills. Advanced scores reflect superior academic performance with an in-depth understanding and exemplary display of grade-level standards-based skills. The PSSA provides a uniform means for measuring the performance levels of schools across the state based on the same criteria.

When looking at the data tables, the performance trends over the past five years suggest that Windber Area Elementary School is on track to meet the state and federal expectations. Since 2007, math scores among 3<sup>rd</sup> graders have increased from 76% to 93%--a jump of 17 percent. Reading proficiency climbed 19 percent from 74% to 93%. Gains in grade 4 testing in math were equally as impressive. In 2007, 84% of 4<sup>th</sup> graders scored proficient or advanced in math, climbing to 98% in 2011. The single largest increase over the five-year span occurred in reading proficiency in grade 4. In 2007 80% of 4<sup>th</sup> graders met proficiency or higher with a rate of 99% in 2011 for an increase of 19 percent. Meantime, PSSA scores among 5<sup>th</sup> graders increased as well, up 14 percent from 81% to 95% in math and 12 percent from 71% to 83% in reading. As mentioned in the summary section, the school's implementation of an RTII model, increased instructional time in core subjects, and integration of varied evidence-based curricula such as Everyday Math contributed to gains in achievement.

Achievement is strong not only for all students but for those who are socially and economically disadvantaged. A low of 61% proficiency in math among 5<sup>th</sup> graders in this subgroup in 2007 gave way to 100% proficiency in 2011. Other math scores in this subgroup climbed as well, from 68% to 92% among students in grade 3 and 80% to 98% in grade 4. Gains in reading proficiency among disadvantaged students were nearly identical, climbing 24 percent from 68% to 92% in grade 3—within one point of all students. The same scenario applies to grade 4 where students reading at or above grade level went from 77% to 98%. The biggest gap between economically disadvantaged students and their higher income peers is a 7 percent variance in reading proficiency among 5<sup>th</sup> graders, which is noticeably less than the 19 percent gap that existed in 2007. Then, only 52%, slightly more than half of economically disadvantaged students in grade 5 read at their grade level, as compared to 71% of all students. In 2011, 76% of lower-income 5<sup>th</sup> graders scored proficient in reading, as compared to 83% of all students.

The one subgroup that continues to show greater than 10 percent gaps in achievement is special education, but even that trend is inconsistent over the five-year span and does not apply across all grade levels. The only complete table, which documents PSSA scores for grade 3 in reading, shows a very narrow gap between IEP (85%) and all other students (93%) in 2011. That being said, improved performance among special education students in grade 3 in five years time was exceptional, climbing from 53% to 85%--an increase of 32 percent. Other 10-percent or greater gaps can be found in grade 5 where 83% of IEP students scored proficient or advanced in math in 2011, as compared to 95% of all students; and 67% of 5<sup>th</sup> graders with IEPs scored proficient or advance in reading, as compared to 83% of all students. Achievement gains in this area, although lesser than that of economically disadvantaged students, are nonetheless substantial.

Many factors contributed to the improvement of the performance trends at Windber Area Elementary School. Starting in 2005 WAES offered a full day four year old kindergarten program. Special education services shifted from a pull out program for our IEP students four years ago to a co-teaching inclusive educational setting. In addition, teachers have worked extensively to update curriculum to meet state standards. They also use data to inform their instruction to meet the needs of all students.

## **2. Using Assessment Results:**

At WAES, we recognize that progress monitoring is an essential best practice that can identify the strengths and weaknesses of individual students and help teachers plan optimal instruction and interventions. In 2007, a combination of evidence-based assessments was implemented, with an eye toward using that data to improve student and school performance. In addition to the PSSA, which is administered to grades 3-5, WAES adopted a combination of summative, formative, benchmark and diagnostic tests.

During the first week of school, the elementary principal, guidance counselor, classroom, reading resource, and special education teachers meet to review PSSA data from the previous school year. Together the group reviews PSSA data that will be used in correlation with beginning of the year baseline results. This data is also used to determine students who will receive small group and individual remediation to start the year. Guided by an established assessment calendar, the group holds monthly data meetings to discuss students' progress and academic areas in need of additional instruction or acceleration.

In addition to monthly data meetings, the WASD administrative team conducts a yearly, in depth analysis of PSSA results from district level, building/grade-span, subgroup, and individual student level data perspectives. The 2010-11 data provided the seventh year of longitudinal data for the team to review. Data from 2005-07 indicated a downward trend in student achievement across all tested levels and populations in the district. Although scores were high, data suggested an overall negative trajectory. However, since 2007, PSSA and other assessment data indicate that at the elementary level, where the assessments and other best practices initiatives are embedded, student achievement has risen significantly.

Although it is critical to analyze data with teachers at the instructional level, it is equally important to inform students, parents and the community about students' academic achievements. Over the last two years Windber Area Elementary School has initiated the process of phasing in a new standards based/Common Core report card. The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. The standards were developed in collaboration with teachers, school administrators, and experts from around the country to provide a consistent framework to prepare our nation's children for college, work and life in the 21<sup>st</sup> century.

Implemented in 2009-10 at Windber Area Elementary, the standards based grading system replaced traditional percent grading. The new reporting method is intended to give parents a better idea of what children are actually learning in school. Earning an 83% in math doesn't tell parents what concepts and

skills a child has mastered. This new reporting instrument uses a continuum to clearly indicated whether a child is working toward or meeting each specific standard.

In addition to report cards other assessment results are shared with parents. Parents of first grade students receive the results of the Terra Nova (skills assessment) and second grade parents receive their child's In-View (cognitive abilities) results. Parents of children in our four year old program also receive the results of the Get it, Got it, Go assessment. Parents of children in grades K-2 receive DIBELS Next reports three times a year. Parents of student in grades 3-5 also receive a copy of their child's PSSA results. In addition parents of all children are invited to review student data during Parent/Teacher conferences held throughout the year. In addition, overall group test scores are highlighted in monthly parent newsletters. WAES shares school and district PSSA results and honor roll listings in quarterly community newsletters, on the district's website and official Facebook page.

WAES believes that students also need to be knowledgeable regarding their progress throughout the year. After using these assessments teachers review students' progress on a regular basis. Students are informed of their DIBELS Next, 4Sight, PSSA and Scholastic Reading Inventory (SRI) progress. In grades 2-5 teachers use SRI to determine a student's Lexile level. This information is shared with students and the school librarian to ensure they are reading at an instructional level. In grades K-2 students also are informed of their DRA2 level to help find appropriate leveled books.

### **3. Sharing Lessons Learned:**

There is an atmosphere of collaboration at Windber Area Elementary School that extends within and beyond district boundaries. Windber Area Elementary has served as a model school for other districts exploring the use of varied evidence-based math and reading curricula. In 2010-11, Windber Elementary hosted a school from neighboring Bedford County to observe the curriculum *Handwriting Without Tears*. Windber implemented the curriculum as part of a multi-phased redesign of its literacy program to include evidence-based learning materials and more differentiated instruction.

The school's use of the University of Chicago School Mathematics Project (Everday Math) and the resulting turnaround in achievement at the elementary level brought a school from the Pittsburgh region to Windber at the start of the 2011-12 school year. Since 2007, math proficiency as measured by the PSSA has steadily increased across all grade levels and subgroups at Windber Area Elementary.

In addition, the school's pioneering use of advanced technology in using DIBELS Next was the topic of a sharing session in October 2011 at a Title 1 Rural Capacity Building Consortium meeting. Consortium meetings are held four times per year at Appalachia Intermediate Unit 08 headquarters in Blair County. Windber's principal was invited to share the school's successful use of iPads to administer the DIBELS Next assessment. The elementary school was one of the first in the IU's service area to shift to the iPad platform.

The IU8 sponsors an Early Childhood Course for early childhood coordinators and administrators of elementary schools in its region. The series of six meetings, which serve as a Pennsylvania Inspired Leadership course, explores various early learning topics and provides opportunities for school districts to learn from each other. The principal of Windber Area Elementary presented on the district's efforts to align Pennsylvania Academic Standards and create a standards based report card to provide parents with more specific information. The elementary school continues to phase in the new reporting instrument with first graders this year and align with the Pennsylvania Common Core Standards.

### **4. Engaging Families and Communities:**

Educators at WAES firmly believe that parental involvement and input is essential for children to be successful. Engaging parents in the learning process is particularly helpful at the elementary level where

literacy and math concepts are taught in school and reinforced at home. Family Reading Nights are held twice a year and cover topics such as strategies to improve reading comprehension. Because it is so important for parents to be a part of planning and decision-making processes involving their children's education, WAES invites parents of IEP (Individual Education Plan) students to attend quarterly meetings. Meetings for parents of gifted learners are held bi-annually.

WAES uses the Olweus Bullying Prevention Program. The elementary school refers to the initiative as the PRIDE program. Parents are a part of the PRIDE core team who meet twice a year, but the school has extended the scope of this prevention program. Winber Area Elementary was the first school in the region to invite a group of parents to attend a full day of Olweus training. Parents gained a greater understanding of program philosophy and elements. Having parents use the same language and techniques aides in the reduction of bullying behaviors.

Another indicator of parent engagement is the strength of WAES's Parent Teacher Organization (PTO). The PTO meets monthly and sponsors such activities as the Fall Fun Fest, Fall/Spring Book Fairs, Santa's Workshop, class parties, and reading incentive programs. Windber Area Elementary staff and administration realize that it is not just parents who raise children today. WAES understands the important role grandparents can play. Two years ago, WAES launched Grandparents Week in conjunction with American Education Week. Hundreds of grandparents spent the day visiting classrooms to experience first-hand education in the 21<sup>st</sup> century. Grandparents could be found fingerprinting in kindergarten, working in fifth grade to compare today's education to what they were exposed to, and many fun lessons in between.

As for the community, local law enforcement and emergency responders work closely with WAES to present an annual DARE (Drug Abuse Resistance Education) Night Out. The event features tours of helicopters and fire trucks and delivers a message to stay drug free. The WAES second grade invites local service men and women to school for a Veteran's Day Program and lunch. A collaborative effort with Windber Municipal Authority and Community Foundation for the Alleghenies enabled 10 elementary and middle school students to enjoy a free week of summer camp last year. The camps included physical activities as well as opportunities to reinforce science skills. WAES also works hand-in-hand with community organizations to promote Boy and Girl Scouts programs, T-ball, youth softball, football, pee wee cheerleading and majorette programs.

## 1. Curriculum:

Five years ago, Windber Area Elementary School embarked on a strategic plan to improve individual student achievement. This was accomplished by developing a system-wide approach to learning that includes evidence-based curricula, instructional best practices, meaningful research-based assessments and targeted professional development. This system aligns with Pennsylvania Academic and Common Core Standards.

This plan began with the introduction of the University of Chicago School of Mathematics Project (UCSMP) six years ago. The evidence-based curriculum increased math scores with each group that was exposed to it. Rather than move on from concept to concept, UCSMP revisits basic skills often while emphasizing problem solving, everyday applications and use of technology.

Recognizing the need for a comprehensive literacy plan but unable to identify a single "best fit" curriculum, over the past five years, WAES selected multiple evidence-based curricula for reading and English/language arts. One of the primary objectives was to choose a combination of curricula that would promote differentiated instruction to children of all abilities and reading levels. One literacy element added is *The Daily Five*. This program includes a series of literacy tasks that are conducive to small group work and differentiation. We also use *Kid Writing* to integrate phonics instruction across the curriculum. Following the *Kid Writing* program is *The Four Square Writing Method*. This method refines the writing process for older elementary students and provides a graphic organizer to successfully write a five paragraph essay. Another element of the school's literacy overhaul is *Handwriting Without Tears*, a research-based handwriting program. To address spelling needs, *Spelling Power* was implemented in first through fifth grade. This program uses review and retention techniques to help children decode and encode high frequency words.

With the abundance of curricular changes, at one time, WAES opted to maintain and supplement its science and social studies curricula. Science instruction for grades K4-K5 is integrated in age-appropriate literature. For grades 1-5, WAES uses a traditional Harcourt Science Series; however, teachers incorporated inquiry-based kits to better meet state science content standards. Teachers utilize a Macmillan/McGraw-Hill Social Studies Series for grades 3-5. The publisher offers an online learning center with updated material and interactive games. WAES also supplements the text with United Streaming, a web-based resource for lesson plans and virtual student adventures.

Physical education and health instruction at Windber Area Elementary is also delivered in a combination approach. The primary curriculum is a Health and Fitness Series by Harcourt School Publishers. Students participate in seven weeks of PE and two weeks of health each grading period. WAES also offers a NASP or National Archery in the Schools Program, which promotes international-style target archery as part of the in-school curriculum. In addition, the physical education teacher is trained in SPARK (Sports, Play, and Active Recreation for Kids). SPARK Physical Education is a research-based program designed to be more inclusive, active, and fun than traditional PE classes.

Instructed by full-time certified art and music teachers, the visual and performing arts program at WAES includes standards-based courses in which students learn elements of production, performance and exhibition of various art forms. The art curriculum is supplemented with community-based art education. In music, students have the opportunity to participate in fourth and fifth grade band and an afterschool select chorus club. Elementary students are also invited to audition for a role in the high school musical.

As outlined above, web-based and interactive technology tools are embedded throughout virtually every subject at Windber Area Elementary School. More than half of classrooms have Promethean Boards. The technology is a very effective instructional supplement for struggling learners and students who benefit from repetition. WAES students also have access to iPads, computer pods (K4-K5), and three computer labs. Students receive computer instruction once every four days in addition to being exposed to integrated technology in the classroom.

## **2. Reading/English:**

One size does not fit all when it comes to learning to read and write. Windber Area Elementary School began a formal shift to implementing differentiated instruction during the 2008-09 school year. *The Daily Five*, which is now used in grades K-2, is a series of literacy tasks (read to self, read to someone, work on writing, word work, and listen to reading) that students complete daily while their teacher differentiates instruction to meet with small groups or individuals. This program will continue to progress through the building and continue in third grade next year. *Kid Writing* integrates phonics instruction across the curriculum and encourages children to express themselves through writing—without the fear of misspellings and improper punctuation. The Four Square Writing Method essentially picks up where *Kid Writing* leaves off and refines the writing process for older students in grades 3-5. The Four Square Writing Method requires students to use a graphic organizer to put their ideas in order to create a five paragraph essay. *The Daily Five* and *Kid Writing* are supplements to the core *Invitations to Literacy* program from Houghton Mifflin.

Additional literacy components were added in subsequent years. Launched in 2010-11, *Handwriting Without Tears* is a research-based program that recognizes that children who are nervous about putting their ABCs down on paper may try to avoid it. *HWT* uses developmentally appropriate, multi sensory tools and strategies to put children at ease. Also implemented in grades 1 - 5 is *Spelling Power*. *Spelling Power* uses highly successful review and retention techniques while focusing on 1,800 of the most common high-frequency words. Lastly, WAES uses Reading A-Z, an online resource, that promotes phonemic awareness, reading comprehension, reading fluency, alphabet and vocabulary. This resource also provides teachers with a level library they can use to differentiate in their classes as well as for guided reading groups.

The components of the literacy curriculum at Windber Area Elementary work together to form a best practices approach in reading and writing that benefits all students. Using these resources teachers are better able to reach all students at their varied skill levels. Windber has put in place a framework that prevents young readers from falling through the cracks by exposing them to the RTII model and using data to remediate at risk students. At WAES engaging students in the love of reading, in addition to providing solid instructional methods, will serve our children well beyond the elementary years.

## **3. Mathematics:**

Math scores among elementary students have steadily improved since 2007. The district attributes that upward trend to a new curriculum that, unlike traditional approaches, does not teach core concepts once and move on. Commonly referred to as *Everyday Mathematics*, the *University of Chicago School Mathematics Project (UCSMP)* teaches in a spiral method, revisiting basic skills every few weeks while emphasizing problem solving, everyday applications, and use of technology and reading in mathematics. *Everyday Math* was introduced at Windber Area Elementary six years ago in kindergarten and first grade then moving through the grade levels each subsequent year. With each group that was exposed to the curriculum, WAES has seen an increase in math scores.

Each grade level has a ninety minute block of time for daily math instruction. Each lesson starts with a mental math challenge and large group lessons. During the first components of the lesson, students are introduced to new concepts and have the opportunity to practice these concepts in teams, pairs or individually. Games are also used to reinforce basic skills and new concepts. This program provides a

family link that helps parents with homework and understanding the different algorithms the program utilizes. The different algorithms are taught because not all students solve problems in the same way. During the last thirty minutes of instruction differentiation takes place. At this time, teachers can reteach or provide enrichment opportunities for students. Students who are performing below or above grade level also receive additional instruction during the enrichment/remediation period. Based on PSSA, 4Sight and classroom performance teachers utilize the Number Worlds component of the program for tier II and tier III intervention. In addition to the Everyday Math curriculum, teachers and students use Study Island to supplement areas of need and determine proficiency.

Due to the success of this program at the elementary level, UCSMP has been implemented district wide. The ultimate goal is to help Windber graduates better compete in 21<sup>st</sup> century educational and workforce settings by becoming capable problem solvers, communicators, collaborators and inavators—principles of the UCSMP curriculum.

#### **4. Additional Curriculum Area:**

The mission of Windber Area School District is to ensure *all* students the opportunity to acquire the knowledge, skills, and attitudes necessary to solve problems, communicate effectively, and be responsible citizens, while preparing for a life of continual growth and learning through a premier educational environment. In addition to performing well above state targets in core subjects of reading, math, and science, Windber Area Elementary School also provides its students with a comprehensive visual and performing arts program.

Instructed by a full-time certified art teacher and full-time certified music teacher, the arts program at WAES includes standards-based courses in which students learn elements of production, performance and exhibition of dance, music, theater and visual arts. Students put into practice those skills through participation in the school's 4<sup>th</sup> and 5<sup>th</sup> grade concert band, after school select chorus, and county song fest. Students from the elementary school are invited to audition for age-appropriate roles in the high school musical. By incorporating elementary students into the high school production, the Drama Club hopes to instill a love of the arts that will grow with students throughout elementary, middle and high school.

WAES also collaborates with community-based arts programs to extend students' classroom experience with exposure to the arts in professional venues. For example, students participate in an annual arts education program through the Southern Alleghenies Museum of Art.

Involvement in the arts has long been associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. New findings in brain research and cognitive development also reinforce the practice of using the arts as a learning tool in other core classes. Teachers at WAES regularly incorporate music, dance, visual arts, and drama in courses ranging from language arts to social studies to physical education. This year, Windber Area Elementary's physical education and music teachers collaborated on an integrated music and physical education project based on the popular German Drums Alive classes. At the end of the unit students performed for family members and the student body. The evidence-based program promotes physical, emotional, mental and social balance by combining the benefits of structured physical exercise with benefits of rhythmic percussion on the brain.

#### **5. Instructional Methods:**

The master schedule in place for the past four years at Windber Area Elementary School is designed to create greater opportunities for differentiated instruction. Based on the RTII model, which implements increasing levels of academic and behavioral support for struggling learners, the school's approach to instruction ensures that individual students receive the extra help they need before beginning to

falter. Adoption of programs, such as *The Daily Five*, allows teachers to work with students in small groups to differentiate instruction.

Ultimately, WAES students receive an expanded 120 minutes of literacy and 90 minutes of math instruction each day. During these blocks of time our IEP students benefit from inclusion with a co-teacher in the regular education classroom. Furthermore, during the core instruction teachers also differentiate to meet the diverse needs of all learners. All students receive an additional 30-40 minute enrichment/remediation period. Which allows teachers to differentiate to meet the needs of individual or small groups of students. The additional period is particularly helpful to student subgroups such as children with IEPs who can benefit enormously from daily remediation, SRA or Number Worlds instruction. Proficient or advanced students are exposed to higher level thinking and activities based on class content and interest. Teachers at WAES share a common planning time to discuss methods and modes of delivery which often lead to differentiated instruction to meet the modalities of their students. Teachers can also use the time to talk about instructional goals, review data assessment and plan for co-teaching.

The use of hands-on and web-based technology has been another means of enhancing student achievement. WAES incorporates the use of iPads to differentiate curriculum. This opportunity has proven effective to motivate both IEP subgroups as well as gifted students. Students have used the popular tech tool for many applications including strengthening their phonemic awareness and enhancing fluency and reading comprehension skills. Study Island is an online resource based on Pennsylvania Assessment Anchors and Eligible Content. WAES students utilize the online resource for practice, review, and reinforcement of standards-aligned content in a variety of subject areas. Study Island is designed to address the individual needs of students based on his or her progress through the standards.

Teachers at Windber Area Elementary have found that multidisciplinary use of technology can captivate the entire class while enabling them to tailor instruction to individual students or small groups. More than half of the classrooms at WAES utilize Promethean Boards and use them on a daily basis. Windber Area Elementary also utilizes an iPad cart, computer pods in four and five year old kindergarten classes, and three available computer labs. Students receive computer instruction once every four days in addition to being exposed to integrated use of technology by classroom teachers.

## **6. Professional Development:**

Like the vast majority of public schools, funding for professional development for faculty at WAES has been drastically reduced in the past year. That being said, Windber Area Elementary had the forethought to prioritize its training opportunities in recent years with a goal of maximizing student achievement and reinforcing the alignment of Pennsylvania Academic Standards. For example, WAES teachers have participated in ongoing curricular trainings in Everyday Mathematics to ensure teachers implement the curriculum with fidelity and that all program components are addressed consistently. Other ongoing professional development offerings included differentiated instruction, co-teaching, inclusion, modules 1-3 in LETRS (Language Essentials for Teachers of Reading and Spelling), *Kid Writing*, *DRA2*, *Handwriting Without Tears*, *Spelling Power*, DIBELS Next and integration of technology such as Promethean boards and iPads in the classroom. The impact on students' achievement has been remarkable. These professional development opportunities ensure that programs are taught with fidelity and rigor. Since providing professional development for these programs student achievement has annually increased proven by the PSSA data.

In addition, WAES teachers took part in a year-long, district-wide training series in 2009-10 designed to broaden teachers' understanding of outside factors that can impact a child's ability to learn, then provide them with tools to reduce those risks while increasing protective factors in students' lives. HEAL (Holistic Educational Approach to Learning) was a joint initiative of Windber Area School District, Windber Medical Center, and the Center for Health Promotion and Disease Prevention at Windber Research Institute. The four-part program explored such topics as stress management and relaxation

techniques for teachers and students, mind-body connection, nutrition and learning, and childhood obesity; child development issues, brain research, multiple intelligences, and 21<sup>st</sup> century learning; generational poverty; and resiliency training.

There is something to be said for learning from each other. WAES regularly conducts small group sharing sessions that replace traditional faculty meetings. These meetings provide opportunities for teams of teachers to dialogue with the principal and each other about best practices, teaching strategies, the needs of students and grade levels. The focus of this approach is on learning rather than teaching, working collaboratively, and holding oneself accountable for results.

## **7. School Leadership:**

Windber Area Elementary School has developed and implemented a systematic and integrated approach to learning based on the belief that *all* students are able to learn—not necessarily at the same rate, but all children can make gains to close achievement gaps that stand in the way of their becoming successful. This can only take place in a warm, nurturing, positive school climate that also has strong leadership.

The Board of Directors, Superintendent of Schools and Director of Education guide the leadership of the elementary principal to ensure all students receive a quality education. The leadership philosophy is a team approach. Bimonthly meetings are held to make curricular, student and staff decisions.

Each teacher is the leader of their classroom, but ultimately the building principal is responsible for the climate and instructional programs within the school. The principal, as the instructional leader, meets with teams of teachers to identify not only the strengths and needs of students but the strengths and needs of our school. A team approach is utilized including all stakeholders when making important decisions. The principal is responsible for teacher evaluation and formally observes tenured teachers and non-tenured teachers multiple times throughout the year. With each formal observation a follow-up meeting is held to discuss possible ideas for improvement and reflection on the lesson. The principal also conducts walk-throughs on a regular basis to obtain a snapshot of instructional strategies and student engagement.

The principal has an open door policy and encourages staff members to engage in productive conversations with students best interests always in mind. She welcomes students as they enter the building and cafeteria. Throughout the day she visits classrooms to interact with students and teachers. She will always tell you she has the best job in the world, because she touches the lives of her students every day. She is always looking for ways to motivate and improve Windber Area Elementary School. For example, she has implemented a PSSA Celebration to celebrate 100% effort during the PSSA assessment. At the end of the assessment, students spend a day enjoying activities of their choice such as dancing, open gym, sports, art, yoga, rock wall, drumming, cooking, etc. to celebrate their hard work.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: PSSA

Edition/Publication Year: 2007-2011 Publisher: PDE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	93	95	95	87	76
Advanced	67	64	66	58	39
Number of students tested	89	95	92	71	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	1
Percent of students alternatively assessed	0	0	2	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	92	89	94	82	68
Advanced	56	47	61	36	39
Number of students tested	36	45	36	28	31
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested			1		1
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested		1		1	
<b>4. Special Education Students</b>					
Proficient plus Advanced	92	83	92	55	47
Advanced	46	50	54	27	35
Number of students tested	13	12	13	11	17
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>6. white</b>					
Proficient plus Advanced	93	96	96	87	75
Advanced	67	66	67	57	37
Number of students tested	89	92	91	70	87
<b>NOTES:</b>					
Our district is located in a rural area and we only trigger ED, IEP and white subgroups.					

12PA7

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: PSSA

Edition/Publication Year: 2007-2011 Publisher: PDE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	93	92	89	87	74
Advanced	43	40	40	23	31
Number of students tested	89	95	92	71	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	1
Percent of students alternatively assessed	0	0	2	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	92	82	89	86	68
Advanced	33	18	25	14	19
Number of students tested	36	45	36	28	31
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested			1		1
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested		1		1	
<b>4. Special Education Students</b>					
Proficient plus Advanced	85	75	77	46	53
Advanced	39	25	23	0	18
Number of students tested	13	12	13	11	17
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>6. white</b>					
Proficient plus Advanced	93	91	90	87	74
Advanced	43	41	41	23	32
Number of students tested	89	92	91	70	84
<b>NOTES:</b>					
Our district is located in a rural area and the only subgroups we trigger are ED, IEP and white.					

12PA7

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: PSSA

Edition/Publication Year: 2007-2011 Publisher: PDE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	98	97	92	86	84
Advanced	90	75	83	64	66
Number of students tested	93	100	72	84	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	0	0	3
Percent of students alternatively assessed	1	2	0	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	98	93	97	88	80
Advanced	88	64	79	53	60
Number of students tested	43	42	28	32	30
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1			1	1
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1		1		
<b>4. Special Education Students</b>					
Proficient plus Advanced			55	44	64
Advanced			46	38	46
Number of students tested	8	9	11	16	11
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>6. white</b>					
Proficient plus Advanced	98	97	92	87	83
Advanced	90	76	9	65	65
Number of students tested	90	98	70	83	78
<b>NOTES:</b>					
Our district is located in a rural area and we only trigger the ED, IEP and white subgroups.					

12PA7

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: PSSA

Edition/Publication Year: 2007-2011 Publisher: PDE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	99	90	85	71	80
Advanced	70	53	44	32	41
Number of students tested	93	100	73	84	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	0	0	3
Percent of students alternatively assessed	2	2	0	0	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	98	86	89	59	77
Advanced	56	38	32	19	33
Number of students tested	43	42	28	32	30
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested		1		1	1
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1		1		
<b>4. Special Education Students</b>					
Proficient plus Advanced			42	25	64
Advanced				13	36
Number of students tested	8	9	12	16	11
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>6. white</b>					
Proficient plus Advanced	98	91	85	72	81
Advanced	70	54	44	33	41
Number of students tested	90	98	71	83	78
<b>NOTES:</b>					
Our district is in a rural area and we only trigger ED, IEP and white subgroups.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: PSSA

Edition/Publication Year: 2007-2011 Publisher: PDE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	95	92	80	73	81
Advanced	69	78	46	38	55
Number of students tested	103	64	85	80	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	0	3	2
Percent of students alternatively assessed	3	1	0	4	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	100	96	83	74	61
Advanced	63	74	28	32	26
Number of students tested	40	23	29	34	31
<b>2. African American Students</b>					
Proficient plus Advanced					50
Advanced					
Number of students tested	2		1	1	2
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested		1			
<b>4. Special Education Students</b>					
Proficient plus Advanced	83		38		10
Advanced	25		25		10
Number of students tested	12	9	16	9	10
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>6. white</b>					
Proficient plus Advanced	96	92	81	72	81
Advanced	70	79	46	38	57
Number of students tested	100	62	84	77	84
<b>NOTES:</b>					
Our district is located in a rural area and we only trigger ED, IEP and white subgroups.					

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# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: PSSA

Edition/Publication Year: 2007-2011 Publisher: PDE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Apr	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	83	88	78	75	71
Advanced	25	40	34	33	33
Number of students tested	103	64	85	80	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	3	2
Percent of students alternatively assessed	3	0	0	4	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	76	87	76	77	52
Advanced	20	22	14	29	16
Number of students tested	40	23	29	34	31
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	2		1	1	2
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested		1			
<b>4. Special Education Students</b>					
Proficient plus Advanced	67		38		20
Advanced	10		6		10
Number of students tested	12	9	16	9	10
<b>5. English Language Learner Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>6. white</b>					
Proficient plus Advanced	84	87	79	75	73
Advanced	26	39	35	31	35
Number of students tested	100	62	84	77	84
<b>NOTES:</b>					
Our district is located in a rural area and we only trigger ED, IEP and white subgroups.					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	95	95	89	81	80
Advanced	75	71	64	53	52
Number of students tested	285	259	249	235	255
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	3	2	3	6
Percent of students alternatively assessed	1	1	0	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	96	91	91	81	69
Advanced	69	59	56	40	41
Number of students tested	119	110	93	94	92
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	3	0	2	2	4
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1	2	1	1	0
<b>4. Special Education Students</b>					
Proficient plus Advanced	87	76	60	50	42
Advanced	48	46	40	27	31
Number of students tested	33	30	40	36	38
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient plus Advanced	95	95	89	81	79
Advanced	75	73	43	53	52
Number of students tested	279	252	245	230	249
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	91	90	84	77	74
Advanced	45	45	39	29	34
Number of students tested	285	259	250	235	255
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	2	2	3	6
Percent of students alternatively assessed	1	0	0	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	88	84	84	73	65
Advanced	36	26	23	21	22
Number of students tested	119	110	93	94	92
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	2	1	2	2	4
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1	2	1	1	0
<b>4. Special Education Students</b>					
Proficient plus Advanced	82	69	51	36	47
Advanced	34	26	9	8	21
Number of students tested	33	30	41	36	38
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient plus Advanced	91	90	84	77	75
Advanced	45	45	39	29	35
Number of students tested	279	252	246	230	246
<b>NOTES:</b>					

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